

Documents on Diplomacy: Lessons

You Were There in 1797?

*Hail Columbia, happy land!
Hail, ye heroes, heav'n-born band,
Who fought and bled in freedom's cause,
Who fought and bled in freedom's cause,
And when the storm of war was gone
Enjoy'd the peace your valor won.
Let independence be our boast,
Ever mindful what it cost;
Ever grateful for the prize,
Let its altar reach the skies.*

Standard:

I. Culture
VI. Power, Authority, and Governance
IX. Global Connections

Grade Level: 9-12 (*Note: Simulation, higher-level thinking*)

Objectives: The student will:

- Participating in a simulation regarding the XYZ Affair
- Create appropriate historical questions to address a panel of peers
- Analyze the events relating to the XYZ Affair with a debriefing exercise

Time: 1-2 class periods

Materials: Documents: **1797** John Adams' Speech on the XYZ Affair
1799 Logan Law

Exercises: *You Were There Debriefing Sheet*

Resources: *Masks of the 18th Century* (President John Adams, French Minister Talleyrand, George Logan, Elbridge Gerry, Charles C. Pinckney, and John Marshall)

Table and chairs for 6 at the front of the room (or 6 desks in a row)
Box for names (will select names from this box); Decorate if desired
Stripes of notebook paper cut into 5 strips; enough for each student
Recording of "Hail Columbia"
List of student names

Procedures:

Pre-Lesson

- 1.** Assign the two documents to be read and marked ahead of the day's lesson by every student.
- 2.** Additionally have students look up the history of the Logan Law.
- 3.** Print out the *Masks of the 18th century* on card stock. Glue to a 1 inch wide stick like a fat popsicle stick. These masks will be used for the "Meet The Press" part of the lesson.
- 4.** Locate a recording of "Hail Columbia" and write the words above on the black or white board.
- 5.** Put a strip of paper on each desk

Lesson: "Meet The Press"

- 1.** Have the song "Hail Columbia" playing as the students enter the classroom.
- 2.** Ask each student to write his/her name on the strip of paper that is located on each desk.
- 3.** Have them fold up the strip of paper and put it in the box.
- 4.** Stop the music and pull the first six names out of the box, naming each of the Historical guests who will be seated at the front of the room. For example, as you pull Susan Jones' name you say, "Susan, you will be President John Adams", and so forth until all seats are filled. Discard those strips.
- 5.** Give each panelist the appropriate mask to hold in front of his/her faces.
- 6.** The rest of the class will begin to ask questions of the panel members.
 - a.** Who ever wishes to begin will say I am _____ from _____ press and would like to direct my question to Minister Talleyrand: "Sir Minister did you know that your agents were seeking bribes from the United States? From the Commission?"
 - b.** And that character will answer to the best of his or her knowledge of the events at hand since they were there (historically.)

Note: The students will have studied the events/documents and are expected to have enough knowledge of the XYZ affair and the situation with George Logan to answer informatively. The teacher will have a list of students on which to mark the number of times a student asks an historical question to the panel and/or answers a question fully as a panel member. Weak answers do not get marked. Encourage students to earn at least 8-10 marks and determine a daily grade ratio for the marks.

- c. When the first round of panelists seems to have answered all the questions, switch places, pulling six more names from the box and begin again.
- d. Repeat as many times as needed to give every student a role in this simulation of "Meet the Press." It is advisable when switching roles to let students know how many marks they have so they will keep participating. . . .usually that isn't a problem since they will get into ad-libbing and thinking of better and better responses.

7. With 15 minutes left in the class, stop the dramatization and give each student the *You Were There Debriefing Sheet* to complete before leaving.

Extension Activities:

- 1.** Have students create resolutions, patriotic poetry, or songs related to the events that happened in this year.
- 2.** Create an artistic mask for any of the panelists other than the printed one.
- 3.** Have students in teams create an XYZ game with bribes and pay-offs and quasi-war events with France among others.
- 4.** Do a word cloud with the web site <http://www.wordle.net/> with key words from President Adams speech on the events with France. Post these on the bulletin board with a heading of "National Spirit." Include any other creations from number 1 under extensions. ■